

# **Guidelines for Periodic Review/Program Evaluation Preparation Fall 2000 – Spring 2005**

## **Specialty-Area Programs**

**Program descriptions are due to the Michigan Department of Education (MDE) six weeks prior to the specialty-area review conference. Program information should be submitted electronically using Microsoft Word, Excel, or Access files in Windows-compatible formats. Files may also be posted on an institution's web site.**

### **Instructions for preparing program descriptions**

Please follow this format for packaging your program descriptions:

- a. Prepare separate program descriptions for each endorsement code.
- b. Number the pages of multiple-page documents.
- c. Group your submission of files by program area or endorsement code.

**Note:** *Criteria for Review of PR/PE Content-Area Program Descriptions* contain possible sources of evidence and the evaluation criteria which will be used by the review panel for each section.

### **Section 1      Summary of Course Requirements**

Complete *Summary of Course Requirements for Specialty Studies Program* (Form XX). Use *Summary of Course Requirements for Endorsement Program* (Form XX-E), instead of Form XX, only for those programs offered as an endorsement and not as a major or minor. If an endorsement program is described along with a specialty studies program on Form XX, do not complete Form XX-E for that particular endorsement program.

Complete *Summary of Course Requirements for Graduate Education Program* (Form XXXX) for advanced-level programs.

Check *Minimum Required Hours for Specialty Area Programs Quick Reference Chart* to be sure that program offerings meet Michigan requirements.

## **Section 2      Program Summary**

For each specialty studies program (and as applicable for each endorsement program or graduate program) prepare a program narrative (*5-6 page maximum*) which:

- a. Describes the philosophy, rationale, and objectives of the program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.
- b. Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.
- c. Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.
- d. Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g. instructional resources, field placements, instructional techniques).
- e. Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.
- f. Describes how the program covers multiple methods of student assessment appropriate to content area.

## **Section 3      Instructional Faculty**

Please provide a table that identifies the faculty who teach the courses shown on Form XX and shows for each member:

- a. The highest degree related to specialty program, indicating study focus and research area
- b. Professional development (PD) experience in the last three years
- c. Knowledge of and familiarity with K-12 curriculum framework and assessment, including the Michigan Education Assessment Program (MEAP)
- d. Special awards and recognition
- e. P-12 collaborative work

#### **Section 4      Candidate Preparation**

All but MTTC pass rates (b)  
postponed until 2005-2010.

*(Please submit here any available data that is specific to the program area being reviewed. Data relevant to all the specialty-area programs for an institution will be submitted separately under guidelines for preparing “Institutional Information.”)*

- a. Student perceptions of teacher preparation (including the use of technological tools)
- b. Content (assessment data, including MTTC pass rates)
- c. Pedagogy [based on 1998 *Entry-Level Standards for Michigan Teachers* (ELSMT)]
- d. Cooperating teacher/university supervisor perceptions of teacher preparation
- e. Content-area faculty perceptions of teacher preparation
- f. Evidence of impact of program graduates on K-12 learning

#### **Section 5      Collaboration/partnerships**

b.-d. postponed until  
2005-2010 cycle.

*(Please submit here any data that is specific to the program area being reviewed. Data relevant an institution’s total program will be a part of unit review.)*

- a. Early field experiences
- b. Collaboration/partnerships with K-12 schools
- c. Collaboration/partnerships with community organizations
- d. Collaboration/partnerships with other post-secondary institutions

#### **Section 6      Professional Development and Support (post graduation)**

**Postponed  
2005-2010**

*(Please submit here any data that is specific to the program area being reviewed. Data relevant an institution’s total program will be a part of unit review.)*

## **Section 7     Standards Matrix**

List the guidelines/standards and the courses and/or experiences that fulfill the guidelines/standards on the attached *Program Guidelines/Standards Matrix*. Provide additional narrative explaining how standards are met (see sample).

Specific guidelines or standards may have been adopted for use in program evaluation by the State Board of Education (SBE). See *Teacher Preparation Standards Approved by the Michigan State Board of Education*.

[http://www.michigan.gov/documents/sbestsendprog\\_21930\\_7.doc](http://www.michigan.gov/documents/sbestsendprog_21930_7.doc)

A list of standards to use for each specialty program is also available on the web. See *Listing of Standards to use for the Approval of Each Specialty Program*.

[http://www.michigan.gov/documents/StandardsToUseForApprovalOfEachSpecialtyProgramA35643\\_74354\\_7.pdf](http://www.michigan.gov/documents/StandardsToUseForApprovalOfEachSpecialtyProgramA35643_74354_7.pdf)

Although it is not required, some institutions have highlighted syllabi to show where standards are addressed. This procedure has proven to be extremely helpful to reviewers.

## **Section 8     Special Recognition of Programs**

### **Optional**

Include program recognition letters from state or national specialty-area associations, as applicable.

## **Section 9     Methods for Instruction**

Describe how candidates are prepared to teach in the specific content area.

## **Section 10    Course Descriptions**

Include course descriptions for all the courses listed on Form XX and on the *Program Guidelines/Standards Matrix*. The course descriptions should contain enough text to show that standards are being addressed.

## **Section 11    Syllabi**

Include syllabi for all required courses. Be sure to include syllabi for any education courses when they are used to meet specialty program standards. Reviewers will look for evidence of how the standards are met in required coursework.

## **Review of Program Descriptions**

### **A. For core content areas**

Program review conferences will be scheduled for core content areas during which programs from each institution scheduled for review in a given academic year will be evaluated by a panel of subject-area experts, and each panel will be chaired by the appropriate MDE subject-area consultant, where available. The conference review panel will be comprised of:

- content-area faculty from public teacher preparation institutions
- content-area faculty from independent teacher preparation institutions
- district content-area coordinators/supervisors
- novice K-12 content-area teachers
- veteran K-12 content-area teachers

In addition, MDE will attempt to ensure that at least one of the teacher representatives represents elementary educators and the other secondary educators and that one of K-12 teachers or the content-area coordinator be an active member of any pertinent Michigan content-area professional association.

A faculty team from the teacher preparation institutions being reviewed will be invited to the conference to provide any additional information requested by the panel members and to hear the panel's report including comments and recommendations for the program reviewed. This panel will also make recommendations to the PR/PE Council regarding continuing program improvement. Panel members will review program descriptions in advance of the specialty-area conferences and may contact people at your institution for additional information. MDE consultants also review the program descriptions.

### **B. For non-core area programs**

Non-core areas may also be reviewed in conferences or may be reviewed by a smaller team of reviewers who may discuss their findings through virtual resources. The decision regarding how the programs will be reviewed will be made with the support of MDE curriculum specialists and professional associations and will depend on the number of programs to be reviewed in any given area. It is likely, for example, that elementary education programs will be reviewed in a conference format; that health, physical education, recreation, and dance may be grouped for conference review; but that middle level programs will be evaluated separately by several specialists who then discuss their findings and agree upon an approval recommendation.

**Forms and documents related to these instructions:**

[http://www.michigan.gov/mde/0,1607,7-140-5234\\_5683\\_6368---,00.html](http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368---,00.html)

<b>Form</b>	<b>Title</b>
XX	<i>Summary of Course Requirements for Specialty Studies Program</i>
XX-E	<i>Summary of Course Requirements for Endorsement Program (not major/minor)</i>
XXXX	<i>Summary of Course Requirements for Graduate Education Program</i>
Sample Matrix	<i>Program Guidelines/Standards</i>
Preparation Standards	<i>Listing of Standards to Use for the Approval of Each Specialty Program</i>
Review Criteria	<i>Criteria for Review of PR/PE Content-Area Program Descriptions</i>
ELSMT	<i>Entry-Level Standards for Michigan Teachers</i>
Program Options	<i>Minimum Required Hours for Specialty Area Programs Quick Reference Chart</i>
Instructional Faculty	<i>Instructional Faculty table</i>

PreparationBuidelines for Periodic SpecialtyProgramReview 2000-2005 C 33424 A77966.doc